

Lesson Title Making a Physical Relief Map of China, Mongolia, Japan, and Korea

Class and Grade level(s) 6th Grade Social Studies

Goals and Objectives

The student will be able to:

Identify the different landforms of China, Japan, and Korea

Identify the densely populated areas

Time required/class periods needed

6 class periods

Primary source bibliography

Google Earth

Physical maps

Other resources used

<http://www.worldatlas.com/>

<http://www.worldbook.com/> (requires an account)

Images of relief maps: <https://www.google.com/search?q=relief+maps&ie=utf-8&oe=utf-8>

Required materials/supplies

Maps

Textbook

Computer Access

Resource Books with physical maps of the area

Poster board

Colored Pencils

Markers

Rulers

A large piece of plywood

Modeling Clay that dries

Acrylic Paints-variety of colors

Vegetation models

Small blocks or Legos

Mirrors (to represent water)

Sand

Small cardboard jewelry boxes

Vocabulary

Korea	Great Wall of China
(North) Democratic People's Republic of Korea	Yellow Sea
(South) Republic of Korea	China Sea
China	Pacific Ocean
Japan	Harbin
Mongolia	Beijing
Tibet	Slopes
Mountains	Shanghai
Plateau	Peninsula
Desert	Yangtze River
Plains	Mekong River
Deltas	Yellow River
Volcano	East Sea/Sea of Japan
Island	Pearl River
Lanzhou	Akaishi Mountain Range
Valleys	Kiso Mountain Range
People's Republic of China	Tokyo
Lhasa	Okinawa
Hong Kong	Shinano River
Himalayas Mountains	Chongjin
Gobi Desert	Sinuiju
Heilong River	Tumen River
Philippine Sea	Imjin River
Sea of Okhotsk	Kunsan
Hido Mountain Range	Yosu
Mount Fuji	Mount Halla-san
Hiroshima	Kum River
Sapporo	Naktong River
Pyongyang	Taedang River
Kaesong	Taebaek Mountains
Yulu River	Cheju Island
Seoul	Ulaanbaatar
Pusan	Lake Khovsgol
Mount Baekdu	Altai Mountains
Han River	Xinjiang
Legend/Key	
Topography	

Procedure

This would be a culminating activity to be completed after a unit of study on East Asia.

Day One

1. Go to Earth Google and let them see what China, Japan, Mongolia and Korea look like from the satellite perspective.
2. Explain that we are going to make a relief map of these countries.
3. Show the students a sample of a relief map depicting another country. Show them how the mountain ranges are built, how forest areas and water are represented. Brainstorm what might be used to represent different geography and topography. How would they label their relief map?
4. Assign small groups to different sections of China, Japan, and Korea. Give them a list of cities, rivers, mountains, and other geographic and topographic forms that must be included on their map.

Day Two

1. Bring in the plywood already prepped with an outline of China, Mongolia, Japan, and Korea
2. Have groups research a variety of physical maps of their area.
3. Students will work in their groups to draw and color the different landforms on poster board that they will create in relief on the plywood. They will also determine how their legend will work. Students will generate a list of every landform and area they plan to include. This can be very detailed if they like. This list will be used to generate labels on the final map.

Day Three

1. Have decide how they will represent each feature, for example, do they want to use a mirror or paint or dried blue clay to represent water? Will they build the Great Wall out of Legos? Represent highly populated areas using small cardboard jewelry boxes for buildings? Use vegetation models for densely forested areas or draw and cut out their own forests? How will they represent Mount Fuji? Each group will create a poster board, full-color drawing of their section as well as the relief map itself.
2. Have students gather their supplies and start by building the foundation of their relief using clay that will dry hard and that can be painted. While the clay is soft, students will apply buildings, shrubs, water, toothpick labels, etc.
3. Have students create their legend and imbed that in the soft clay too.

Assessment/evaluation

Posters of their Physical Map
The Relief Map

